# D W DANIEL HIGH 1819 Six Mile Highway Central, South Carolina 29630 9-12 High School GRADES 964 Students ENROLLMENT Michael Thorsland 864-654-2362 PRINCIPAL SUPERINTENDENT Dr. Mendel Stewart 864-855-8150 Mr. Dan Sharpe 864-878-3847 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: EXCELLENT Absolute Ratings of High Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 10 0 0 1 0 IMPROVEMENT RATING: **EXCELLENT** ADEQUATE YEARLY PROGRESS: YES This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

D W Daniel High

#### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes

#### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

		Our School	High Schools with Students Like Ours			
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	91.7	N/A	N/A	89.6	N/A	N/A
Passed 1 subtest	4.2	N/A	N/A	5.9	N/A	N/A
Passed no subtests	4.2	N/A	N/A	5.6	N/A	N/A

#### EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	99.5%	98.1%

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Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at	43.6	31.0
four-year institutions*		

Seniors who met the SAT/ACT requirement 45.4 31.4 Seniors who met the grade point average 73.0 66.5

FUGIBILITY FOR LIFE SCHOLARSHIP

#### GRADUATION RATE

	Our School	High Schools with Students Like Ours		
Number of Students	194	297		
Number of Diplomas	168	252		
Rate	86.6%	85.7%		

<sup>\*</sup>Using only the SAT/ACT and grade point average requirements

PERFORMANCE BY STUDENT GROUPS								
	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Gra	Graduation Rate		
	n	%	n	%	n	%	Met State Objective	
All Students	183	99.5	163	43.6	194	86.6	YES	
Gender								
Male	94	100.0	84	44.0	103	84.5	N/A	
Female	89	98.9	79	43.0	91	89.0	N/A	
Racial/Ethnic Group								
White	158	99.4	137	45.3	160	87.5	N/A	
African-American	16	100.0	18	11.1	23	87.0		
Asian/Pacific Islander	7	100.0	7	85.7	8	87.5	N/A	
Hispanic	1	I/S	1	I/S	3	I/S	N/A	
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A	
Racial/Ethnic Group								
Non disabled	168	99.4	153	45.8	180	88.3	N/A	
Disabilities other than speech	15	100.0	10	10.0	14	64.3	N/A	
Migrant Status								
Migrant	0	N/A	0	N/A	0	N/A	N/A	
Non-migrant	183	99.5	163	43.6	N/A	N/A	N/A	
English Proficiency								
Limited English Proficient	1	I/S	1	I/S	2	I/S	N/A	
Non-Limited English Proficient	182	99.5	162	43.8	191	86.9	N/A	
Socio-Economic Status								
Subsidized meals	16	100.0	19	10.5	27	74.1	N/A	

99.4

144 47.9

167

88.6

N/A

167

Full-pay meals

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HSAP PERFORMANCE			ш,	ш,					L,
	Enrollment 1st	ر ا ھ	% Below Basis	} /	/ ;	% Advanced	% Proficient and Advanced	Performance Objective	Participation
	er l	% Tested	, \ <sub>8</sub> ,	% Basic	% Proficient	,	رَ إِذَا ا	e   E	Participation
	1 1 5			/ %	\(\frac{q}{2}\)	1 A	\varphi \var	3 / £ £	; / įį
	्रे हैं।	·/ ~~	/ %	/ `	/ %	/ %	18/9/	\ & &	/ 💆
					/	/	<		
All Students	ish/Langua 240	ge Arts - 3   100.0	4.3	ormanice 17.2	28.8	49.8	85.4	YES	YE
Gender	210	100.0	1.0	17.2	20.0	10.0	00.1	120	
Male	123	100.0	7.5	16.7	25.0	50.8	80.8	N/A	N/
Female	117	100.0	0.9	17.7	32.7	48.7	90.3	N/A	N/
Racial/Ethnic Group					3-11				
White	196	100.0	2.6	14.2	30.5	52.6	88.9	YES	YE
African-American	33	100.0	15.6	34.4	28.1	21.9	65.6	I/S	1/
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	1/
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	1/
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	1/
Disability Status									
Not Disabled	216	100.0	N/A	15.2	30.0	54.8	91.4	N/A	N,
Disabled	24	100.0	43.5	34.8	17.4	4.3	30.4	I/S	I,
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N.
Non-Migrant	240	100.0	4.3	17.2	28.8	49.8	85.4	N/A	N
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I
Non-Limited English Proficient	239	100.0	4.3	16.8	28.9	50.0	85.8	N/A	N
Socio-Economic Status									
Subsidized meals	36	100.0	15.2	30.3	42.4	12.1	66.7	I/S	I
Full-pay meals	204	100.0	2.5	15.0	26.5	56.0	88.5	N/A	N.
	Mathemati	cs - State	Performa	nce Obje	ctive = 30	.0%			
All Students	240	100.0	7.7	16.3	29.2	46.8	83.3	YES	YE
Gender									
Male	123	100.0	10.8	13.3	27.5	48.3	82.5	N/A	N
Female	117	100.0	4.4	19.5	31.0	45.1	84.1	N/A	N
Racial/Ethnic Group									
White	196	100.0	5.3	13.2	30.0	51.6	87.9	YES	YE
African-American	33	100.0	25.0	34.4	28.1	12.5	56.3	I/S	I
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I
Disability Status									
Not Disabled	216	100.0	3.3	14.3	31.4	51.0	89.5	N/A	N
Disabled	24	100.0	47.8	34.8	8.7	8.7	26.1	I/S	I
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N.
Non-Migrant	240	100.0	7.7	16.3	29.2	46.8	83.3	N/A	N
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I
Non-Limited English Proficient	239	100.0	7.8	15.9	29.3	47.0	83.6	N/A	N.
Socio-Economic Status									
Subsidized meals	36	100.0	24.2	30.3	33.3	12.1	57.6	I/S	I,
Full-pay meals	204	100.0	5.0	14.0	28.5	52.5	87.5	N/A	N

### **Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

D W Daniel High	3901003

SCHOOL PROFILE				
	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 964)				
Retention rate	5.0%	Down from 7.8%	4.9%	9.1%
Attendance rate	95.6%	Down from 95.9%	97.0%	96.0%
Eligible for gifted and talented With disabilities other than speech	22.4% 11.5%	Up from 17.2% Up from 9.8%	15.0% 8.8%	5.8% 12.7%
Older than usual for grade	5.6%	Down from 5.7%	5.6%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 1.1%	1.6%	1.6%
Enrolled in AP/IB programs	25.8%	Down from 32.7%	25.8%	10.2%
Successful on AP/IB exams	69.4%		66.9%	53.8%
Annual dropout rate	2.5%	Down from 2.6%	1.6%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	0.6%	3.6%
Enrollment in career/technology center courses	507	Up from 288	737	466
Students participating in worked-based experiences	34.6%	Up from 12.2%	32.3%	25.7%
Career/technology students mastering core competencies	73.0%	Up from 71.7%	79.6%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%
Teachers (n= 54)				
Teachers with advanced degrees	66.7%	Down from 67.3%	55.9%	52.0%
Continuing contract teachers	94.4%	Down from 96.4%	81.8%	82.1%
Highly qualified teachers** Teachers with emergency or	97.6% 0.0%	N/A	89.7% 8.4%	89.5% 8.6%
provisional certificates		D ( 00.00/		
Teachers returning from previous year Teacher attendance rate	92.5% 96.2%	Down from 92.8% Up from 95.6%	88.6% 95.7%	86.2% 95.3%
Average teacher salary	\$45,758	Up 2.7%	\$42,266	\$41,060
Prof. development days/teacher	9.6 days	Down from 10.1 days	12.4 days	10.6 days
School				
Principal's years at school Student-teacher ratio in core subjects	2.0 26.8 to 1	Up from 1.0 Down from 27.0 to 1	4.0 27.2 to 1	3.0 26.4 to 1
Prime instructional time	91.3%	Up from 90.8%	91.4%	90.0%
Dollars spent per pupil*	\$5,886	Up 3.0%	\$5,447	\$6,310
Percent of expenditures for teacher salaries*	59.0%	Down from 59.5%	58.1%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	Up from 84.1%	99.0%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program * Prior year audited financial data are reported.	Good	N/A	Good	Good
		Our District		ate
Highly qualified teachers in low poverty		93.6%		0%
Highly qualified teachers in high poverty	/ schools**	N/A		1%
High and the state of the state		State Objective		Objective
Highly qualified teachers in this school*	•	65.0%	Y	es

<sup>\*\*</sup>NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

95.3%

Yes

Student attendance in this school

D W Daniel High

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

D. W. Daniel High School, a recognized leader in student achievement, strives to prepare students to become well-rounded, responsible citizens by providing a broad range of educational and cultural opportunities in a safe, caring community-supported environment. Daniel serves students from three distinct communities: Central, Clemson, and Six Mile. From these communities comes a diverse student body of around 990 students in the ninth through twelfth grades. Approximately 82% are white, 13% are African-American, 3% are Asian and 2% are from other ethnic groups. These students aim to uphold the "tradition of excellence" that has been evident at Daniel.

The student body at Daniel is traditionally very strong in academics, performing well on standardized tests against other schools across the state and the nation. Thirteen different AP courses are offered that have a combined enrollment of 102 different students. SAT scores at Daniel routinely rank in the top five among state high schools.

Daniel students also excel in extra-curricular activities. Students participate on the math team, academic teams, or mock trial team. They compete on the Biology Merit Exam or in foreign language declamation contests or submit writings for publication through our English department. Leadership is cultivated through AFJROTC, Youth in Government and Student Council. During 2003-04, Daniel High School hosted the state's student council rally. Daniel students also excel on the athletic fields where, last year, Daniel teams competed successfully in both regular and post-season play.

The 2003-04 school year also brought innovations in curriculum. One such example was the addition of senior projects to an already strong English IV curriculum. Seniors took direction of their own learning by choosing an area of study that would provide them with an opportunity for career exploration or personal growth. They showcased their organization, research, writing, and speaking skills as they developed independent projects with community mentors, conducted research for the purpose of writing a formal essay, and presented the outcomes to a panel of community and school judges. One student was recognized for proposing a bill to the State Legislature aimed at recognizing National Prisoners of War/Missing in Action Day. Another student completed a bicycle ride from the Upstate to Edisto State Park as an effort to raise money for abused children.

Another exciting opportunity offered to Daniel students this year was the exchange program with a German high school. In the spring, Daniel students and their families hosted ten German students and their instructors for three weeks. Their hospitality was reciprocated when ten Daniel students traveled to Germany during the summer.

Daniel students are supported in their endeavors by an experienced faculty that works diligently to bring out the best in all students. Strong parent and community support is evident in the five booster organizations (academic, athletic, band, chorus, and ROTC) that support different groups at Daniel.

Dr. Pat Welsh, Chairperson of the School Improvement Council Michael Thorsland, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS						
	Teachers	Students*	Parents*			
Number of surveys returned	46	136	23			
Percent satisfied with learning environment	89.1%	62.7%	73.9%			
Percent satisfied with social and physical environment	67.4%	72.4%	52.2%			
Percent satisfied with home-school relations	82.6%	78.5%	68.2%			
*Only eleventh grade students and their parents were included. For schools with	out grade 11, only	the highest grade	was included.			